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ABSTRACT

This document contains an annotated list of novels and short stories written in English or available in translation that teachers can use to help students at the secondary and college levels think critically about the world of work. The categories by which they are organized are as follows: agriculture, business, career (choices, paths, and obstacles), customer relations, discrimination (racial, gender, and so on), entrepreneurship, ethics (the effect of work on the ethical fabric of society), international business, management, marketing, performance (evaluation of the quality of a person's work on society), technology and how it affects the workplace, unions, the value of work, women and work, working conditions, work relations (how one gets along with coworkers and supervisors), and work skills. The document begins with a discussion of the following topics: literature and the curriculum, why study work? why look at work through the lens of literature? the adolescent and work literature, and suggestions for using literature in the classroom. A list of 29 references concludes this section. Annotations follow for 13 anthologies, 105 novels, and 69 short stories. The document concludes with references for 72 teaching resources and 33 titles about work that can provide a background for the discussion of an author's insights on the work setting. (CML)

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NOVELS AND SHORT STORIES ABOUT WORK: AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

Literature and the Curriculum

Efforts to integrate vocational and academic education have focused on how to adapt academic programs more closely to the needs of students in vocational programs, or how to modify vocational programs to include what are generally conceived of as the more rigorous demands of traditional academic subjects, or both. Of the integration programs that are aimed at making academic courses more vocationally relevant, most have been geared to modifying the contents of science or mathematics classes.[1] There have also been a few efforts to adjust humanities courses to vocational needs, principally in courses relating history to the development of technology and applied English courses that cover work-related writing and thinking skills. However, except for a few cases, these efforts have generally neglected the use of literature as an agent of curriculum integration (Grubb, Davis, Lum, Philal, & Morgaine, 1991).

One of the exceptions is the reading textbook developed for high school by Prentice Hall of Canada, *Language at Work*, that includes mainly Canadian fiction, poetry, and nonfiction related to the subject of work (Gough & Tickner, 1987). Another exception is the Applied Communication curriculum developed by the Agency for Instructional Technology (1988). That curriculum includes resource sections of literary works of all genres related to major topics in the curriculum (i.e., following and giving directions, evaluating performance, and so on). Later, the departments of education of states like Iowa and South Carolina assembled larger lists of literature teachers could use that were based on topics derived from the Applied Communication curriculum (James, 1988; South Carolina State Department of Education, 1989). South Carolina also produced several lessons modeled on Applied Communication modules that integrated works of English literature with themes in that curriculum for the senior year. In addition to these English curriculum efforts, a few instructors, particularly several in community colleges, have initiated their own forms of integration by creating humanities courses—mainly dealing with science and technology—with work-related themes. In some of these courses instructors have students

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[1] Among the major science and mathematics related curricula are Principles of Technology, Applied Mathematics, Applied Biology/Chemistry developed for a consortium of states and Canadian provinces (Center for Occupational Research and Development, 1987, 1990, 1992).

read literary materials that correspond to relevant work themes (Grubb & Kraskouskas, 1992).[2]

Like the efforts to integrate vocational and academic subjects, literature itself has been a relative latecomer to the curriculum. In the late nineteenth century, it competed for a place with older pedagogic traditions like rhetoric and oratory. Thus, works of literature were considered "classic" because they were mainly used as models for composition and oratory (Probst, 1988, p. 195). Furthermore, a specialization of literature to "imaginative works" had already occurred with the Romantic reaction to industrial capitalism; thus, literature was conceived of as a challenge to utilitarianism (N. Coles, 1986, p. 665). However, in this century, literature came to be regarded as an indispensable part of the curriculum, with a relatively stable body of Western works becoming an almost immutable canon.

More recently, much controversy has arisen concerning the definition of a "classic" and the inclusion of other types of literature, especially ethnic and women's literature, into the traditional English course. In addition, from time to time critics have pointed out that literature in the English curriculum should be revitalized both for academic and nonacademic students (Probst, 1988; Rosenblatt, 1938/1983); that there should be a greater balance in texts (Applebee, 1990); and that it should reflect not only ethnic and gender themes, but also a greater breadth of experience, in particular an experience as common as work (N. Coles, 1985; Hornbostel, 1986; Klaus, 1985; O'Rourke, 1977; Schilb, 1986). The point of these critics is that if literature encompasses life, the literature curriculum should also incorporate work.

Why Study Work?

Work is an intrinsic part of human existence: Most people will spend much of their lives as workers. Over thirty percent of the average person's normal waking experience is related to work outside the home; this is in addition to the time needed to do chores and housework. Furthermore, an individual's identity is often defined by the work he or she

[2] Many schools across the country, especially community colleges and universities, have developed these types of courses (e.g., "Introduction to Humanities: Working in America" (Kirkwood Community College, Cedar Rapids, Iowa); "Odyssey: Humanistic Technology for the 21st Century" (Hudson Valley Community College, Troy, New York); and "Science and Technology as Themes of Literature" (Northeast State Technical College, Blountville, Tennessee).

does. Accordingly, because of the role of work in daily life, it is important to understand its function in society and the individual's relationship to it.

Work is interesting. Work is a curse. It is also a celebration of usefulness, a help to others, the accumulation of wealth, the proof of conformity, the cause as well as result of consumerism, the reason for rebellion, the foundation of the family, a sign of alienation, a manifestation of the city/country conflict, and many other things (Holt, 1989). Work, no matter what its merits or demerits, is something everyone experiences in one form or another. It can at times seem meaningless, but most people feel fortunate to be working. It can be one of the most exhilarating experiences of life.

Events at work encompass the full range of human emotion—courage, honor, loyalty, ambition, love, pain, and greed. In addition, many great ideas have come from encounters with work—not merely from time spent in family life or at leisure. Furthermore, the daily work of the ordinary citizen is a much more commonly understood experience for the individual than that of the lives of politicians and aristocrats often highlighted in social studies classes; it is highly unlikely, for example, that a person will become a president or a king, but it is more likely that a person will become a worker. By reading about labor conditions and people in ordinary jobs, one can better understand the rise of unions and other social and political movements and the background of work-related legislative acts (Holt, 1989).

Why Look at Work Through the Lens of Literature?

Businesses often complain that their workers are not able to read and communicate at appropriate levels and lack various higher-order capacities (Grubb & Krakouskas, 1992, p. 40). Through studying literature, students can gain new insights into work habits, language and communications skills, interpersonal skills, and problem solving—skills that many business leaders consider just as important as technical skills.

Reading literature is an excellent way to develop critical thinking and also a powerful tool for learning about values and character, showing, for instance, the difference between ambition and greed, loyalty and servitude, liberty and license. "Literature . . . is a comment on nature and life in the interest of a more intense and just appreciation of the

meanings present in experience" (Dewey, 1916, p. 99). It has the power to capture the intensity of experience—as with romance or pain, work can conjure powerful scenes and feelings. Thus, literature permits the reader to enter into the lives and work of other individuals, to observe representative and relevant experiences.

Through literature, one can learn about work life from another person's point of view: "Literature plays an important part in developing awareness of the commonness of the human drama. What an impact a work has when the reader finds in it a fellow sufferer, one who obviously knows 'what it is like'!" (Burton, 1970, p. 10). Studying work literature can give new insights into what is significant about human life, the ability to empathize with others through the development of an understanding of human needs and problems. "Readers make meanings. To do so they use their knowledge of the world and cues supplied by the text" (Early, 1988, p. 32). The more palpable the connection between the story of a piece of literature and the reader's experience—like work, love, pain—the better the chance it will be understood, or at least what the reader imagines his experience will be (R. Coles, 1989, p. 120).

Literature can also be used to teach about historical events, whether it is the rise of the factory system in New England, the struggles of the "Okies" during the Great Depression, or the development of corporate business culture in post-World War II America. Literature affords the opportunity to gain a greater understanding of the contributions of the working people who built this world and acquire more knowledge of the struggles endured by workers in securing their rights (Holt, 1989). Literature in this way reflects historical materials as a mirror. It represents an author's point of view at a moment in history (e.g., Upton Sinclair's criticism of slaughterhouse conditions in *The Jungle* and Sinclair Lewis's insight into American business in *Babbitt*), but it also analyzes the events. "Literature contributes to the social vision and moral development . . . in the growth of sensibility and exercise of imaginative alternatives" (Nelms, 1988, p. 214). Readers of Steinbeck's *Grapes of Wrath* may find, for example, that there were a number of obstacles to the formation of worker unions in Dust Bowl era California. As Rosenblatt (1938/1983) states, what is

> particularly important is [the] discovery that various groups within our society hold up diverse images of success, and that there are kinds of work despised or ignored by [one's] own group that others considered socially valuable . . . the craftsmen, the technologists, the artists, the scientists, the scholars offer personal goals and systems of value often strongly in contrast

to those represented by the dominant image of the successful businessman. (p. 194)

Some contemporary critics hold that "Literature . . . serves a social purpose. It serves to integrate the reader into culture, inviting him to define himself against a background of cultural expectations and to modify that background" (Probst, 1988, p. 249). Literature, when seen in this light, can help with the transition from academic to work life for a more total human development. Through it "dry economic theories are given flesh and blood literary explorations" (Prindle, 1989, p. xii). It can, furthermore, help develop a stronger corporate citizenship by promoting a sensitivity to the needs and desires of others in a work setting.

The Adolescent and Work Literature

Critics have pointed out that the typical secondary school English literature curricula lacks appeal to many students (Probst, 1988, p. 114). Most contain a majority of works from the classic canon. Junior and senior high school literature programs are still often organized historically and not thematically. In contrast, high school years are a time of orienting oneself to the central goals and purposes of one's life. "[An adolescent] is concerned about relations with peers . . . the gradual assumption of responsibilities. He wants to understand work, love, hate, war, death, vengeance" (p. 4). Hence, a literature curriculum that does not include a substantial number of works that relate directly to work may be less interesting and relevant to students now and in the future.

It is rare that a student has not had a summer job or done baby-sitting or chores for pay: "Students are simultaneously observers, beneficiaries, victims of their parent's work lives, continually assessing the merits and drawbacks of their work choices, their moods after a work day" (Hoffman, 1990, p. 56). Most are eager to recount their own experiences with bosses or customers. Jobs to them are boring, exciting, oppressive, heroic, difficult, and satisfying. They can already begin to realize that work can transform lives by imbuing them with significance and meaning-- or conversely, it can be a drag.

Furthermore, high school students are often already preoccupied with their own work futures. Youths are pressured by adults and peers to declare future professions based on woefully inadequate information—few have a sense of the day-to-day experiences that

lie behind even the most familiar jobs (Hoffman, 1990, p. 55): "Most secondary students will not become professional literary scholars . . . they will more likely drive cabs, wait on tables, sell real estate, [or] work in office" (Probst, 1988, p. 3).

Adolescents are developing independence from parents and other authority figures. They are struggling with the almost universal concerns of growing up and accepting adult roles. Reading literature can provide an opportunity for adolescents to exercise independent response and critical judgment. Work literature often deals seriously with these recurring themes.

Students in general and vocational tracks are assigned less literature in school than students in the academic track (Ravitch & Finn, 1987, p. 171). Perhaps it is time to reverse that trend, but also change what students in all classes read—from works that concentrate on personal life to those that relate the experience of the individual at work and in other social contexts. In some states students are "expected to read provocative works" (California State Department of Education, 1987, p. 8). These could include works giving a more balanced view of labor and labor leaders and business people. The main purpose is to choose literature that strikes a responsive chord in students, offering substance that relates to what they have experienced and will experience, to keep interest alive (Probst, 1988, p. 5).

About the Bibliography

The main purpose of the bibliography is to offer a fairly comprehensive list of novels and short stories written in English or available in translation that teachers can use to help students at the secondary and college level think critically about the world of work. The works included in this bibliography articulate the lives of men and women who run the machines, plow the fields, sign the contracts, sew the clothes, and work the assembly lines. It is hoped that these stories will be enjoyable, informative, thought provoking, and maybe even a little unsettling. Some stories focus on the laudable side of work, while others criticize or satirize the more unpleasant or burdensome aspects—"I hate my job," "I'm the only human being in this place," and so on. Some works represent efforts to defy what they see as a conspiracy on the part of business and government to dehumanize or to

characterize business people as Babbitts or unlettered Philistines (Holt, 1989). Others attempt to right a perceived prejudice against labor and labor leaders.

The bibliographic entries contain the original publication date as well as a citation for editions published that were available mainly through the use of the University of California library system. These editions do not represent the only publication source for many of these works.

The annotations are of two kind. First, up to three major work-related subjects are listed as they apply to the contents of each work. Second, this is followed by a short description, usually about the plot, that further explains each story's connection to the world of work. The subjects listed represent some of the major work-related topics contained in these literary pieces and are not exclusive, for many of these works cover multiple aspects of the work experience. The following is a list of the subjects used in this bibliography:

- Agriculture
- Business
- Career (career choices, paths, and obstacles)
- Customer Relations (how service is rendered to customers and clients)
- Discrimination (race, gender, and so on)
- Entrepreneurship (starting work on one's own)
- Ethics (affect of work on ethical fabric of society)
- International Business
- Management
- Marketing
- Performance (evaluation of the quality of a person's work)
- Technology (how technology affects the workplace)
- Unions
- Value of Work (the reasons why one works, its human worth)

- Women and Work
- Working Conditions (mainly the physical environment)
- Work Relations (how one gets along with coworkers and supervisors)
- Work Skills (what is needed or lacking to be an effective worker)

No bibliographic list of this type, of course, can ever be considered complete, for the more one looks the more one discovers the rich diversity of literature. As for the selection of these works, the overriding criterion is whether work plays a significant part in the development of the plot or the characters, even though the work activities may also be tightly interwoven with other psychological, social, and cultural elements of life.

Another major criterion of this bibliography is to provide a large range of work experiences—particularly in areas that interested vocational educators—industry, business, agriculture, and home and health care. Thus, work as experienced by the characters in these stories covers a wide range from that of homemakers to space-age technologists, from blue-collar workers to white-collars ones, from street messengers and peasants to corporate executives. For the most part, work in these stories is paid employment, but the bibliography also contains stories of homemakers and other workers who receive no direct compensation.

Again for the sake of variety, some care has been taken to include works by women writers, writers of ethnic minorities, and writers from other continents (available in English) that pertain to work experiences. In regard to women writers, the existence of several anthologies devoted to their work has made the task of identification easier than ever before. As can be seen from the literature, the major roles women have performed in fiction are (1) farm work (an overwhelming number), (2) jobs that are extensions of their nurturing roles like nursing and teaching, (3) factory work—especially in the early textile mills (these offered the first major industrial jobs for women), and (4) housework (though women are rarely protagonists if they are solely homemakers) (Hornbostel, 1986).

The prominence of agrarian literature—which constitutes the majority of the world corpus of literary pieces in the world about work—in the development of American culture cannot be overestimated. It has spawned such important concepts as an ideal society of independent property owners, and the cultivation of the soil as instilling honor,

self-reliance, courage, moral integrity, sense of family, and hospitality (Inge, 1969). However, on account of limitations of space, only a relatively small selection of representative works is included.

Likewise, this bibliographic list contains few works by "working-class" writers—the Chartist novelists of the 1840s, the socialist novelists of the 1880s through the 1920s, the "proletarian" writers of the 1930s, the working-class "angry young men" of the late 1950s and early 1960s, and current worker-writers. Again, time constraints and the sheer number of such works preclude a coherent listing at this time. For more information about these it is best to consult such studies as Klaus (1985) and N. Coles (1986).

Novels in this list are primarily about work and the major characters' reactions to it. There are, however, a few examples where the main story does not directly concern work, but work does act prominently in a chapter or section of a work. The paint factory chapters of Ralph Ellison's *The Invisible Man* and the introductory chapter, "The Custom House," of Nathaniel Hawthorne's *The Scarlet Letter* are good examples. The reason for including such works is to point out that many pieces of literature, even those of the canon, hold important observations about work that could be included in designing the curriculum.

In addition, care has also been taken to include works that cover a range of reading levels. Several of these fictional works are labeled "easy reading." These represent, in general, contributions from the realm of adolescent novels.

Classroom Use

There are few examples of curriculum material designed to teach the literature of work. Hence, teachers may have to develop their own plans using books and bibliographies and other materials at hand. One possibility is to structure a course to revolve around the theme of work and its many facets—personal, social, and economic. For example, when studying a major work such as Herman Melville's *Moby Dick*, students could explore the whole work—how the parts (like recruiting the crew and the details of life aboard ship) fit into the major theme (obsession with revenge for a perceived evil) and the book as a whole. After all, Melville conceived of his work as a whole, not merely as the simple story of a man versus a whale.

In dealing with these and other works, instructors should require students to look at the world of work critically—to examine and pose questions about the nature and politics of work, its necessity, its rewards, and its pitfalls. For instance, in George Orwell's *Animal Farm*, students may at first be sympathetic to the cause of the animals against a farmer who exploits them so he can gain the maximum profit. However, students eventually learn further on in the work that applications of the socialist-like society the animals devise are difficult (O'Neill, 1985).

Attention should be given to open discussion about the merits and demerits of the author's interpretation of the work reality, about that of the author's contemporaries, and about what historical insight has contributed. One should be critical of a Babbitt but also be able to see what positive lessons can be drawn from the piece of fiction (e.g., the importance of integrity in business dealings) for work and life.

Moreover, writing about work and the lives of real people usually requires a realistic style. These stories and other types of work literature often contain language of their experience, which may at times be quite raw and explicit (Hoffman, 1990, p. 55). Discussion of these pieces of fiction should then focus on the living and working conditions of the characters and traits that enable them to endure adversity and relish personal triumphs.

One should be fairly attentive in selecting works that balance a number of factors about both the author and characters: gender, ethnic/cultural background, socioeconomic status, political/religious perspective, geographic location, and historical period. The following are some examples of combinations of works that teachers could consider:

- For a high school unit focusing on literature and technology, an instructor could select from among these works:

  Asimov, *I, Robot*
  Brontë, *Shirley, A Tale*
  Brown, "Virus"
  Morris, *Motor City*
  Norris, *Octopus; a tale of California*
  Vonnegut, *Player Piano*

- For a high school short story unit focusing on international working conditions, an instructor could select from among these works:

  Baranskaia, *A Week Like Any Other*
  Calvino, *Marcovaldo: Or Seasons in the Snow*
  Chavez, "Last of the Menu Girls"
  Conroy, *The Weed King and Other Stories*
  Hayama, "Letter Found in a Cement Barrel"
  Matshoba, "A Glimpse of Slavery"
  Narayan, *Malgudi Days*
  O'Rourke, "The Maggot Principle"
  Yokomitsu, "The Machine"
  Zimpel, "Foundry Foreman"

- For a one-semester community college course focusing on literature and unions, an instructor could select from among these works:

  Bimba, *Molly MaGuires*
  Conroy, *The Disinherited*
  Fast, *Power*
  Kobayashi, *Cannery Boat*
  Sinclair, *The Jungle*
  Stead, "The Azhdanov Tailors"
  Steinbeck, "The Raid"
  Ward, *Red Baker*

- For a one-semester community college course focusing on literature and migrant workers, an instructor could select from among these works:

  Anaya, *Heart of Aztlan*
  Barrio, *The Plum Plum Pickers*
  Bell, *Out of This Furnace*
  Olsen, *Yonnondio: From the Thirties*
  Steinbeck, *Grapes of Wrath*

- For a one-semester four-year college course in women's literature focusing on work novels, an instructor could select from among these works:

  Bullard, *Comrade Yetta*
  Canfield, *The Home-Maker*
  Cather, *My Antonia*
  Glasgow, *Barren Ground*
  Jewett, *A Country Doctor*
  Kelley, *Weeds*
  Peattie, *The Precipice*
  Phelps, *The Silent Partner*
  Savage, *Factory Girl*

Finally, the annotated bibliography is followed by a teaching resource section that includes books and articles that can provide assistance for the teaching of literature that is related to work. The first section covers studies of work literature and how this type and other types of nontraditional literature can be incorporated in the English classroom and curriculum. The second section contains selected titles on the subject of work. These latter works provide a background for the discussion of an author's insights on the work setting.

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NOVELS AND SHORT STORIES ABOUT WORK: AN ANNOTATED BIBLIOGRAPHY

These bibliographic citations do not necessarily represent the only publisher of these works.

Anthologies

Allen, A. (Ed.). (1988). *Story tellin': Stories of San Francisco bus, streetcar, and cable drivers*. San Pedro, CA: Singlejack Books.

Working conditions/customer relations/work relations: Drivers of San Francisco's transportation system have created stories about their occupation—its humor and drama.

Eagleton, S. (Ed.). (1988). *Women in literature*. Englewood Cliffs, NJ: Prentice-Hall.

Women and work/value of work: The third section of this anthology contains short stories, poetry, and drama that deal with women working in or outside the house.

Gough, N., & Tickner, G. (Eds.). (1987). *Language at work*. Toronto, Canada: Holt, Rinehart & Winston.

Working conditions/work relations/work skills: This anthology contains selections of Canadian fiction, nonfiction, and poetry related to adolescents and the world of work.

Hoffman, N., & Howe, F. (Eds.). (1979). *Women working: An anthology of stories and poems*. Old Westbury, NY: Feminist Press.

Women and work: This collection includes fiction and poetry about women in the world of work.

Holzer, M., Morris, K., & Ludwin, W. (Eds.). (1979). *Literature of bureaucracy: Readings in administrative fiction.* Mayne, NJ: Avery Publishing Group.

Work relations/working conditions/customer relations: This book contains stories and poems that identify and categorize the effects an organization might have on its employees and clients. It is intended for use by students of administration.

Inge, M. T. (Ed.). (1969). *Agrarianism in American literature.* New York, NY: Odyssey Press.

Agriculture/working conditions/value of work: This anthology is a collection of fiction, nonfiction, and poetry related to agrarian life and work.

Murphy, S. E., Sperling, J. G., & Murphy, J. D. (Eds.). (1991). *The literature of work: Stories, essays, and poems by men and women of business.* Phoenix, AZ: University of Phoenix Press.

Business/work relations: This book contains selections of contemporary fiction, poetry, and nonfiction related to work in the business world.

O'Rourke, W. (Ed.). (1977). *On the job: Fiction about work by contemporary American writers.* New York, NY: Vintage Books.

Working conditions/work relations: This anthology specializes in fiction about work by leading contemporary writers.

Prindle, T. K. (Ed.). (1989). *Made in Japan and other Japanese "business novels."* Armonk, NY: M. E. Sharpe.

International business/work relations: This collection of translations contains short stories describing business in a Japanese and international context.

Soloman, B. (Ed.). (1978). *The experience of the American woman.* New York, NY: New American Library.

Women and work: This collection comprises short stories related to the life and work of women.

Stanford, J. A. (Ed.). (1991). *Responding to literature.* Mountain View, CA: Mayfield.

Value of work/women and work: This collection devotes one section to the literature of work.

Working: Stories and poems by and about workers [Special issue]. (1988, April 29). *Scholastic Scope.*

Working conditions/work relations: Selected for a high school audience, this collection contains fiction and poetry about workers.

Yewell, J. (Ed.). (1988). *Men and women of letters: An anthology of short stories by letter carriers.* San Pedro, CA: Singlejack Books.

Working conditions/women and work/customer relations: In this collection, letter carriers write stories about life and work.

Novels

Abrahams, Peter. (1963). *Mine boy.* London, England: Heinemann.

Discrimination/working conditions: A country man migrates to a large South African industrial city to work in the coal mines.

Alcott, Louisa May. (1873). *Work: A story of experience.* Boston, MA: Robert Brothers.

Women and work/working conditions/work relations: This story clearly shows how the mid-nineteenth century woman was limited to the domestic sphere and menial, underpaid jobs.

Alger, Horatio, Jr. (1868). *Ragged Dick; or, street life in New York.* Boston, MA: Loring.*

Alger, Horatio, Jr. (1869). *Mark, the match boy; or, Richard Hunter's ward.* Boston, MA: Loring.*

Alger, Horatio, Jr. (1870). *Struggling upward; or, Luke Larkin's luck.* New York, NY: Hurst.*

*Value of work/work skills/ethics: These and most of the scores of other Alger stories (*Victor Lane, The young secretary*; *Dan, the newsboy*; *Mark Mason's victory: or The trials and triumphs of a telegraph boy*; *Silas Snobden's office boy*; and so on) concern the rise of young people from poverty in nineteenth century New York to middle-class wealth through hard work and perseverance. (Easy reading)

Anaya, Rudolfo A. (1976). *Heart of Aztlan.* Berkeley, CA: Editorial Justa Publications.

Working conditions/unions/discrimination: Mexican immigrants struggle to establish themselves in the Southwest while working for the railroad.

Attaway, William. (1941). *Blood on the forge.* Madison, NJ: Chatham.

Working conditions/technology: This story examines the direct engagement of people, machines, and materials in a steel town.

Barrett, William E. (1962). *Lilies of the field.* Garden City, NY: Doubleday.

Value of work/work skills/discrimination: After getting out of the army, an African American helps some Catholic nuns build a church.

Barrio, Raymond. (1969). *The plum plum pickers.* Guerneville, CA: Ventura Press.

Working conditions/unions/discrimination: This novel recounts the lives and work of Mexican migrants and criticizes agribusiness that imports these workers.

Bell, Thomas. (1941). *Out of this furnace.* Pittsburgh, PA: University of Pittsburgh Press.

Working conditions/discrimination/technology: This story relates the saga of Slovak steelworkers as they drive toward successful unionization in western Pennsylvania. It also describes working conditions of African-American migrant workers.

Bellamy, Edward. (1888). *Looking backward, 2000-1887*. Boston, MA: Ticknor.

Technology/working conditions: A man awakens from a one-hundred-year sleep to discover a society that enjoys full employment and social harmony. The novel criticizes industrialization at the end of the nineteenth century.

Bimba, Anthony. (1932). *Molly Maguires*. New York, NY: International Publishers.

Unions/work relations: Coal miners struggle against mine owners for better working conditions.

Bosse, Malcolm. (1987). *Captives of time*. New York, NY: Delacorte.

Work skills/working conditions: A young girl learns clockmaking in medieval Europe. The work deals with social change and the rise of cities. (Easy reading)

Bradbury, Ray. (1953). *Fahrenheit 451*. New York, NY: Ballantine Books.

Work relations/ethics: This futuristic work depicts a "fireman" whose job once was to destroy books and the information in them who ends up seeking to preserve information.

Braithwaite, E. R. (1959). *To sir with love*. Englewood Cliffs, NJ: Prentice Hall.

Working conditions/customer relations/discrimination: This novel describes the author's experiences as a new teacher.

Brontë, Charlotte. (1849). *Shirley, a tale*. London, England: Smith, Elder.

Technology/unions: The background to this love story is the effort of a textile manufacturer to install new machinery and the reaction of workers in nineteenth century England.

Buck, Pearl. (1931). *The good earth*. New York, NY: John Day.

Value of work/agriculture: A Chinese peasant struggles to establish a family farm in pre-World War II China.

Bullard, Arthur. (1913). *Comrade Yetta.* New York, NY: Macmillan.

Women and work/unions/working conditions: A young woman strives to organize labor in the New York garment industry. This work was originally published under the pseudonym Albert Edwards.

Cather, Willa. (1906). *My Antonia.* Boston, MA: Houghton Mifflin.

Women and work/value of work/agriculture: A woman faces the challenges of working on a farm and then in a city. The main emphasis of this novel is on goal-setting and persistence.

Cather, Willa. (1906). *O pioneers!* Boston, MA: Houghton Mifflin.

Value of work/agriculture/working conditions: Immigrants struggle to make a farm homestead on the prairie.

Crichton, Michael. (1969). *Andromeda strain.* New York, NY: Knopf.

Work skills/work relations: Scientists cooperate in a life-and-death struggle to identify a deadly disease.

Conrad, Joseph. (1900). *Lord Jim.* London, England: Unwin Hyman.

Performance: A young chief on a steamer makes a tragic work-related mistake that haunts him the rest of his life.

Conrad, Joseph. (1970). *The secret sharer.* New York, NY: New American Library. (Originally published in 1912)

Performance: This story deals with the evaluation of a ship caption's performance during his first command.

Conroy, Jack. (1982). *The disinherited.* New York, NY: Penguin.

Working conditions/unions: This story describes the life of workers during the Depression and a slow awakening of class consciousness.

Cormier, Robert. (1985). *The chocolate war.* New York, NY: Knopf.

Ethics/entrepreneurship: This novel recounts the trials and triumphs of selling chocolate to raise money for a school.

Cunningham, Marilyn. (1985). *Nugget of gold.* Novato, CA: High Noon Books.

Working conditions/ethics: Working at an animal shelter was a great summer job until a worker discovers that the owner sells dogs to a laboratory for experiments.

Cunningham, Marilyn. (1985). *Secret solution.* Novato, CA: High Noon Books.

Work relations: Jim needed a summer job to help his mom pay the bills. The house painting job seemed perfect until conflicts erupted with a coworker.

Dana, Richard Henry. (1840). *Two years before the mast.* New York, NY: H. M. Caldwell.

Work relations: This realistic account illustrates the importance of effective communication with coworkers on board a merchant ship.

Dickens, Charles. (1843). *A Christmas carol; in prose, being a ghost story of Christmas.* London, England: Chapman and Hall.

Value of work/work relations/working conditions: This short novel is concerned about the consequences of failing to communicate well with coworkers, employees, and other people.

Dickens, Charles. (1861). *Great expectations.* London, England: Chapman and Hall.

Work relations/value of work: This work relates a young man's rapid rise to the upper class and his realization that hard work is central to success and happiness.

Dickens, Charles. (1854). *Hard times.* London, England: Bradbury and Evans.

Technology/working conditions: Dickens criticizes industrialization and working conditions in nineteenth century England.

Di Donato, Pietro. (1939). *Christ in concrete*. Indianapolis, IN: Bobbs-Merrill.

Working conditions: An Italian-American master bricklayer must take a difficult job at very low wages during the Depression.

Dos Passos, John. (1925). *Manhattan transfer*. New York, NY: Grosset.

Working conditions/value of work: Dos Passos portrays New York City at the beginning of this century through stories of working people.

Doyle, Roddy. (1992). *The van*. New York, NY: Viking.

Working conditions/work relations/entrepreneurship: Two unemployed friends start a food concession business with one eventually becoming the boss of the other.

Dreiser, Theodore. (1925). *An American tragedy*. New York, NY: Boni and Liveright.

Ethics/value of work/work relations: A young man who works first as a bellhop, then as a factory worker and manager, is driven to disaster by an excessive ambition to acquire wealth and social status.

Dreiser, Theodore. (1900). *Sister Carrie*. New York, NY: Doubleday and Page.

Working conditions/career: This novel describes the trials of urban life at the end of the nineteenth century including the search for jobs and factory work.

Eliot, George. (1861). *Silas Marner*. Edinburgh, Scotland & London, England: W. Blackwood and Sons.

Value of work/customer relations: A weaver, who becomes a recluse after being wrongly accused of theft, finally finds happiness through hard work and charity.

Elkin, Stanley. (1982). *George Mills*. New York, NY: Dutton.

Working conditions/value of work: This work covers nearly one-thousand years of history as it follows the careers of laborers (from stableboys to furniture movers), all named George Mills.

Ellison, Ralph. (1952). *Invisible man.* New York, NY: Random House.

Discrimination/working conditions: Chapters 8 and 9 of this novel highlight racial discrimination and poor working conditions African Americans experience in blue-collar jobs.

Fast, Howard. (1962). *Power.* Garden City, NY: Doubleday.

Unions: This historical novel relates the story of the American coal-miner's union from the early 1920s to the late 1940s.

Fisher, Dorothy Canfield. (1924). *The home-maker.* London, England: L. Cape.

Women and work/marketing: A discontented housewife becomes an accomplished retail salesperson in a department store while her husband takes over work at home.

Forester, C. S. (1935). *The African queen.* Boston, MA: Little, Brown.

Customer relations: A missionary enlists a small-ship captain in an attempt to destroy a German boat on an African lake. The journey down-river points up the differences between client and hired person but leads to eventual reconciliation and cooperation.

Francis, Dick. (1979). *Whip hand.* New York, NY: Harper and Row.

Work skills/career: A top-ranked jockey is forced to give up his career in racing because of an accident. His knowledge of racing and horses, however, makes him an excellent investigator into race-track-related crimes. (Easy reading)

Frede, Richard. (1960). *The interns.* New York, NY: Random House.

Work relations/ethics/value of work: A class of interns in a hospital is followed closely through its training year.

Fried, Emanuel. (1987). *Big Ben Hood.* Buffalo, NY: Labor Arts Books.

Career/work relations/unions: Union man is torn between a love interest and a change in career.

Frisch, Max. (1959). *Homo faber: A report.* London, England: Abelard-Schuman. (Originally published in 1957)

Value of work: This German story, translated "Man the Worker," tells of an engineer who considers technology and all that it brings as the supreme principle by which one should lead ones life.

Galan, Fernando Javier. (1983). *One summer.* New York, NY: Cambridge.

Career/working conditions: A youth who wants to become a social worker works as a drug counselor in New York. (Easy reading)

Gaskell, Elizabeth Cleghorn. (1848). *Mary Barton; a tale of Manchester life.* London, England: Chapman & Hall.

Technology/working conditions/work relations: Set during the depression of 1839 in England, this novel tells of the need for social reform in the relationship of the working class with the managers of industry.

Gissing, George. (1958). *New Grub Street.* London, England: Oxford University Press. (Originally published in 1908)

Value of work/working conditions: This novel details the difficult life of a writer at the turn of the century.

Glasgow, Ellen. (1925). *Barren ground.* New York, NY: Harcourt, Brace.

Women and work/value of work/agriculture: A young woman struggles to restore an old family farm.

Hannibal, Edward. (1970). *Chocolate days: Popsicle weeks*. Boston, MA: Houghton Mifflin.

Career/value of work: Young man works his way through college as a supervisor in a popsicle factory.

Hawley, Cameron. (1952). *Executive suite*. Boston, MA: Houghton Mifflin.

Management/work relations/ethics: An account of the struggle for the succession to the presidency of a furniture company.

Hawthorne, Nathaniel. (1950). *The scarlet letter*. New York, NY: New American Library. (Originally published in 1850)

Ethics/working relations/work relations: The introduction, the "Custom House," contains one of the most famous descriptions of an office setting in American literature. The main plot revolves around a breech of professional ethics.

Herbert, Ernest. (1980). *Dogs of March*. New York, NY: Penguin.

Working conditions/value of work: This contemporary novel relates the life of a New Hampshire family employed as mill workers.

Herriot, James. (1972). *All creatures great and small*. New York, NY: St. Martin's Press.

Work skills/customer relations/value of work: A veterinarian makes and responds to many kinds of requests in his profession.

Hilton, James. (1934). *Good-bye Mr. Chips*. Boston, MA: Little, Brown.

Value of work/work skills/work relations: A schoolmaster reminisces about his experiences at a school. The emphasis is on his ability to solve problems and get along with students, faculty, and family.

Hooker, Richard. (1968). *M*A*S*H*. New York, NY: Morrow.

Work relations/value of work: This novel highlights communication among coworkers on a medical team during the Korean War.

Howells, William Dean. (1884). *The rise of Silas Lapham*. Boston, MA: Houghton Mifflin.

Value of work/ethics/marketing: A self-made paint manufacturer with a strong moral code struggles to make his business succeed.

James, Stuart. (1979). *The firefighter*. New York, NY: Scholastic.

Career/value of work: A young man who has always wanted to be a fireman achieves his goal and becomes a hero. (Easy reading)

Jewett, Sarah Orne. (1884). *A country doctor*. Boston, MA: Houghton Mifflin.

Women and work/work relations/value of work: Until formal education was required for practicing medicine, most "doctors" were women.

Kaufman, Bel. (1966). *Up the down staircase*. Englewood Cliffs, NJ: Prentice-Hall.

Work conditions/work relations/value of work: A teacher struggles against poor conditions in school and a trying bureaucracy.

Kelley, Edith S. (1972). *Weeds*. Carbondale: Southern Illinois University Press. (Originally published in 1923)

Women and work/working conditions/agriculture: A young woman faces the difficulties of Kentucky tenant farm life.

Kennedy, William. (1969). *The ink truck*. New York, NY: Viking.

Unions: In presenting a newspaper guild's strike in an absurd light, the author puts into question assumptions about labor relations.

Kerouac, Jack. (1962). *Lonesome traveler.* London, England: A. Deutsch.

Working conditions: In a section called "Alone atop a mountain," working alone in an isolated setting is shown to create its own unique set of problems and takes on added significance.

Kesey, Ken. (1964). *Sometimes a great notion.* New York, NY: Viking.

Work relations/unions/entrepreneurship: A father and son struggle with union and town resistance in running a logging business in Oregon.

Kingsolver, Barbara. (1989). *The bean trees.* New York, NY: Harper.

Working conditions/women and work: Young heroine migrates from Kentucky to Tucson making her way by working in fast-food restaurants.

Kobayashi, Takiji. (1933). *Cannery boat.* New York, NY: International Publishers.

Unions/working conditions: This Japanese novel describes working conditions aboard fishing vessels and attempts to unionize workers.

Lawrence, D. H. (1913). *Sons and lovers.* London, England: Duckworth.

Value of work/career/working conditions: This work recounts the life and work of a young man struggling to break out of the bonds of family and social class.

Lawrence, D. H. (1921). *Women in love.* London, England: Martin Secker.

Value of work/work relations: The relationship between classes forms an important part of this and other works by Lawrence. The chapter entitled "Industrial Magnate" details how an industrial boss achieved material success at the expense of his workers.

Levi, Primo. (1986). *The monkey's wrench.* New York, NY: Summit Books. (Originally published in 1978)

Working conditions/unions/discrimination: An Italian ironworker, who has traveled the world as a construction rigger, loves his work, and unfolds his adventures to a chemist friend.

Lewis, Sinclair. (1925). *Arrowsmith.* New York, NY: Grosset and Dunlap.

Career/ethics: A medical researcher finds it difficult to find a career position that does not compromise his sense of ethics and duty.

Lewis, Sinclair. (1922). *Babbitt.* New York, NY: Harcourt, Brace.

Career/ethics: This is the story of a businessperson who conforms to the business standards of his day.

Lewis, Sinclair. (1917). *The job; an American novel.* New York, NY: Harper.

Women and work/work relations/value of work: A secretary becomes a successful real estate salesmanager.

Malamud, Bernard. (1957). *The assistant.* New York, NY: Farrar, Straus, and Cudahy.

Value of work/ethics/work relations: Two men struggle to make a living in a family-run grocery.

Marquand, John P. (1954). *Sincerely, Willis Wayde.* Boston, MA: Little, Brown.

Ethics/work relations: An outsider whose life is permeated with a business outlook forces his way up the ladder in an old New England town.

Melville, Herman. (1851). *Moby Dick; or the white whale.* London, England: Richard Bentley.

Working conditions/work relations: The details of work aboard a whaling boat in the nineteenth century serve as background to a captain's obsessive search for a great white whale.

More, Thomas. (1965). *Utopia.* New York, NY: Penguin. (Originally published in 1516)

Working conditions/work relations: To criticize social and economic conditions in sixteenth century Europe, the English statesman invents an island kingdom where there is a perfect division of labor and a communal way of sharing goods.

Morris, William H. (1992). *Motor City*. New York, NY: Knopf.

Work relations/working conditions/technology: This historical novel chronicles the development of the auto industry in the 1950s and 1960s.

Norris, Frank. (1899). *Octopus; a story of California*. Boston, MA: Houghton Mifflin.

Technology/agriculture/ethics: Farmers fight a losing battle against domination by a railroad company.

Norris, Frank. (1903). *The pit; a story of Chicago*. New York, NY: A. Wessels.

Ethics/marketing/work relations: This novel criticizes business practices in the wheat distribution system at the beginning of this century.

Olsen, Tillie. (1974). *Yonnondio: From the thirties*. New York, NY: Dell. (Originally published in 1934)

Working conditions/unions: This unfinished novel narrates the pressures on a family as it moves from mining camp to farm to packing town in search of work and security.

Orwell, George. (1945). *Animal farm*. London, England: Secker and Warburg.

Work relations/value of work: In this allegory animals revolt against a farmer and try to establish an ideal working community.

Peattie, Elia. (1914). *The precipice; a novel*. Boston, MA: Houghton Mifflin.

Women and work/work relations/value of work: A young, educated woman works with serious commitment as a social worker.

Peck, Robert Newton. (1972). *A day no pigs would die*. New York, NY: Knopf.

Value of work/work relations: This novel recounts the sacrifices of a rigorous life on a Shaker farm in the 1920s. (Easy reading)

Phelps, Elizabeth S. (1983). *The silent partner*. New York, NY: Feminist Press. (Originally published in 1871)

Working conditions/women and work: This work tells the story of two young women from different social classes in a mill town in Massachusetts.

Reiff, Tana. (1979). *A place for everyone*. New York, NY: Pitman.

Work skills/career: A young girl working in a sewing mill realizes she must learn to read to get ahead in life. (Easy reading)

Rolvagg, O. E. (1927). *Giants in the earth; a saga of the prairie*. New York, NY: Harper.

Value of work/working conditions/agriculture: The difficulties Norwegian settlers endure give insight into the work ethic thought of as typically American.

Saint Exupery, Antoine de. (1939). *Wind, sand, and stars*. New York, NY: Reynal.

Technology/career: In a tribute to modern technology, a French pilot writes of his love for flying and his vocation.

Savage, Sarah. (1814). *Factory girl*. Boston, MA: Munroe, Francis, and Parker.

Working conditions/women and work: Set around the New England textile industry, this is the earliest American novel with a working person as the main character.

Scariano, Margaret. (1985). *The box girl*. Novato, CA: High Noon Books.

Job search/ethics: After several disappointing first-job interviews, the main character finds a job at a local supermarket where she saves her job by preventing a former employee from seeking revenge.

Scariano, Margaret. (1985). *A new leaf.* Novato, CA: High Noon Books.

Ethics/work relations: A teenager working in a nursery gets caught in the middle when he discovers marijuana growing in the greenhouse.

Scariano, Margaret. (1985). *The set-up.* Novato, CA: High Noon Books.

Ethics/work relations: A mechanic suspects a friend and fellow employee of wrongdoing.

Settle, Mary Lee. (1980). *The scapegoat.* New York, NY: Random House.

Working conditions: This novel recounts the lives of workers in a West Virginia mining town in the early twentieth century.

Sinclair, Upton. (1905). *The jungle.* New York, NY: Vanguard.

Working conditions/work relations/unions: This work focuses upon the abuse of workers in the meat-packing industry in Chicago and the struggle of organized labor.

Steinbeck, John. (1944). *Cannery row.* New York, NY: Viking Press.

Value of work/work relations: This novel involves the inhabitants of a coastal fishing and canning community as they work.

Steinbeck, John. (1939). *The grapes of wrath.* New York, NY: Collier.

Working conditions/unions: This novel examines the life of migrant workers, the "Okies," in the 1930s.

Steinbeck, John. (1936). *In dubious battl* New York, NY: Collier.

Unions: A young man dies a martyr after being recruited into a union movement opposing California growers.

Swados, Harvey. (1957). *On the line*. Boston, MA: Little, Brown

Work conditions/work relations/technology: This novel deals in a realistic fashion with the assembly line worker in the auto industry.

Toole, John Kennedy. (1980). *A confederacy of dunces*. New York, NY: Grove.

Career/work skills: A bumbling young man from New Orleans is pushed into the world by his mother who insists he get a job.

Trasher, Crystal. (1984). *A taste of daylight*. New York, NY: Atheneum.

Career/value of work: After the father dies, a family struggles to survive doing menial labor during the Depression.

Vonnegut, Kurt. (1952). *Player Piano*. New York: Scribner.

Technology/work relations/management: A young manager leads an unsuccessful revolt against a society where machines have replaced men at all familiar tasks of production and distribution.

Vonnegut, Kurt. (1968). *Slaughterhouse-five; or, the children's crusade, a duty-dance with death*. New York, NY: Dell.

Value of work/work relations: A war survivor faces a lack of fulfillment as he becomes a model businessperson and community leader.

Waller, Leslie. (1967). *Overdrive*. New York, NY: Holt.

Career/work skills: This story concerns a teenager who would like to drop out of school except for his shop class which he loves.

Ward, Robert. (1986). *Red Baker*. New York, NY: Simon and Schuster.

Unions/working conditions: Baltimore steelworkers lose their jobs when a mill closes down.

Zola, Emile. (1972). *Germinal*. London, England: P. Elek. (Originally published in 1885)

Unions/working conditions: Set in coal fields of nineteenth century France, this is one of the first major French novels written about labor conflicts.

Short Stories

Asimov, Isaac. (1973). *I, robot*. St Albans, VT: Panther.

Work relations: In this series of short stories the work done by robots in a futuristic society serves as a metaphor for the evolution of human communication.

Bailey, Don. (1987). The neutral enemy. In N. Gough & G. Tickner (Eds.), *Language at work* (pp. 112-123). Toronto, Ontario: Holt, Rinehart & Winston.

Customer relations/work relations: A new bank manager deals with doubts about his work skills as he handles customers.

Ballantyne, Sheila. (1979). They call me mummy. In N. Hoffman & F. Howe (Eds.), *Women working: An anthology of stories and poems* (pp. 175-188). Old Westbury, NY: Feminist Press.

Women and work: Everyday activities of a housewife and the lack of intellectual stimulation in work at home are portrayed in great detail.

Baranskaia, Natalya. (1989). A week like any other. In *A week like any other: A novella and stories* (pp. 1-62). London, England: Virgo.

Women and work/working conditions/work relations: This short novel relates a week in the travails of a research assistant and mother in the former Soviet Union. It contains many analogies to work and family life in the West.

Birstein, Ann. (1977). Gaskell Press. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 39-46). New York, NY: Vintage Books.

Customer relations: An editor discusses a manuscript with an author.

Brown, Craig. (1991). Virus. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 29-43). Phoenix, AZ: University of Phoenix Press.

Ethics/technology/work skills: Without consulting anyone, a former manager takes it upon himself to show flaws in a bank's security system.

Brown, Rosellen. (1977). I am not Luis Beech-Nut. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 17-25). New York, NY: Vintage Books.

Customer relations/marketing: A Hispanic American relates his efforts to run a grocery store.

Busch, Frederick. (1977). Widow water. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 222-225). New York, NY: Vintage Books.

Value of work/customer relations: A plumber tries to comfort a customer as he does some repairs.

Calvino, Italo. (1963). *Marcovaldo: Or the seasons in the snow*. New York, NY: Harcourt, Brace, Jovanovich.

Working conditions: This series of short stories gives a realistic look at the life of an unskilled laborer in an Italian industrial city in the 1950s.

Chavez, Denise. (1986). Last of the menu girls. In *Last of the menu girls* (pp. 11-39). Houston, TX: Arte Publico Press.

Working conditions/customer relations/work relations: This short story follows a ward secretary in a hospital as she deals with patients and supervisors.

Coates, Lawrence. (1991). Other. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 88-96). Phoenix, AZ: University of Phoenix Press.

Discrimination/work relations/ethics: This story tells how employers sometimes discriminate based on a person's personal life.

Conroy, Jack. (1985). *The weed king and other stories*. Westport, CT: Lawrence Hill.

Working conditions/value of work: This collection of short stories concern working people in the 1930s, particularly those doing construction work.

Elman, Richard. (1977). Timmy. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 57- 69). New York, NY: Vintage Books.

Discrimination/work relations: An African-American woman has a difficult time dealing with her boss.

Fitzgerald, F. Scott. (1960). One interne. In *Taps at reveille* (pp. 294-313). New York, NY: Charles Scribner's Sons. (Originally published in 1932)

Customer relations/career: This story follows a new doctor at a hospital and his dealings with patients and supervisors. The tables turn when he becomes sick and turns out to be a difficult patient.

Fitzgerald, F. Scott. (1984). Winter dreams. In M. Cowley (Ed.), *The stories of F. Scott Fitzgerald* (pp. 127-145). New York, NY: Charles Scribner's Sons. (Originally published in 1922)

Customer relations/career: A caddy deals with a demanding client on the golf course. Later, as a businessperson, he comes to understand more about the meaning of getting ahead in life.

Freeman, Mary Wilkins. (1979). The bounded girl. In N. Hoffman & F. Howe (Eds.), *Women working: An anthology of stories and poems* (pp. 6-17). Old Westbury, NY: Feminist Press.

Women and work/work relations: This story documents the colonial system of forced contract labor.

Furlong, J. C. (1991). Starting gun. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 3-23). Phoenix, AZ: University of Phoenix Press.

Work relations/starting a job: A young business consultant just out of school gets a rude introduction to his first job.

Garland, Hamlin. (1891). Under the lion's paw. In *Main-travelled roads* (pp. 130-144). New York, NY: Harper and Brothers.

Agriculture/value of work/ethics: Farmers struggle on the land and against aggressive moneylenders.

Gilman, Charlotte Perkins. (1980). What Diantha did. In *The Charlotte Perkins Gilman reader* (pp. 123-140). New York, NY: Pantheon Books.

Women and work/work skills: Former school teacher begins a new career as apprentice housekeeper and uses her domestic skills and business acumen to found a food preparation and housecleaning service with other domestic workers.

Gogol, Nicolai (1835, 1982). Diary of a madman: With scraps from the notes of a madman. In A. Tullock (Trans.), *Arabesques* (pp. 238-260). Ann Arbor, MI: Ardis.

Work relations: This short story is concerned about messages and communication barriers at work and daily life.

Goldfein, Alan. (1977). Work and ways. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 17-30). New York, NY: Vintage Books.

Value of work/work relations: A writer turns candlemaker and learns the value of work in an unorthodox factory.

Hayama, Yoshiki. (1962). Letter found in a cement-barrel. In I. Morris (Ed.), *Modern Japanese stories: An anthology* (pp. 305-310). Rutland, VT: Charles E. Tuttle. (Originally published in 1926)

Working conditions: A note found in a barrel recounts a worker's tragedy.

Han, Suyin. (1987). From a mortal flower. In N. Gough & G. Tickner (Eds.), *Language at work* (pp. 85-93). Toronto, Canada: Holt, Rinehart & Winston.

Job search: A Chinese adolescent searches for an office job in Beijing in the 1930s.

Henry, O. (1953). Master of arts. In *Complete works of O. Henry* (pp. 524-540). New York, NY: Doubleday. (Originally published in 1911)

Customer relations/value of work: An artist compromises his art to satisfy a demanding client.

Higgins, Judith. (1979). The only people. In N. Hoffman & F. Howe (Eds.) *Women working: An anthology of stories and poems* (pp. 88-116). Old Westbury, NY: Feminist Press.

Work relations/discrimination/work skills: A physically disadvantaged woman succeeds in a clerical job by overcoming subtle prejudice.

Howe, LeAnne. (1989). An American in New York. In P. G. Allen (Ed.), *Spiderwoman's grand daughters: Traditional tales and contemporary writing by native American women* (pp. 45-60). New York, NY: Fawcett Columbine.

Women and work/discrimination/working relations: A native American businesswoman comes to New York to trade treasury bonds.

Hurston, Zora Neale. (1988). Sweat. In S. Eagleton (Ed.), *Women in literature: Life stages through stories, poems, and plays* (pp. 121-129). Englewood Cliffs, NJ: Prentice Hall. (Originally published in 1926)

Women and work/value of work: A tenacious woman makes a living at what is traditionally considered women's work.

Jewett, Sarah Orne. (1991). Tom's husband. In J. A. Stanford (Ed.) *Responding to literature* (pp. 253-263). Mountain View, CA: Mayfield. (Originally published in 1884)

Women and work/value of work: A woman bucks tradition at the turn of the last century to start a career in business.

Joyce, James. (1954). Counterparts. In *Dubliners* (pp. 106-122). New York, NY: Modern Library. (Originally published in 1914)

Work relations/discrimination: This story examines difficulties encountered when working for someone of a different ethnic group.

Kafka, Franz. (1988). Metamorphosis. In H. Bloom (Ed.), *Metamorphosis and other stories* (pp. 3-65). New York, NY: Chelsea House. (Originally published in 1915)

Work relations: An important aspect of this philosophical tale involves the difficult relationship between the main character and his supervisor.

Kafka, Franz. (1935). A visit to a mine. In E. Kaiser & E. Wilkins (Trans.), *In the penal settlement: Tales and short prose works* (pp. 151-154). London, England: Secker and Warburg. (Originally published in 1916)

Work relations/value of work: This short story satirizes a visit by a company official to a mine.

Kesey, Ken. (1977). Working the woods. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 170-179). New York, NY: Vintage Books.

Work skills: A new worker learns some lessons on his first day at logging.

Konecky, Edith. (1977). The pace. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 85-92). New York, NY: Vintage Books.

Value of work: A daughter gives her impression of her father's work.

Lardner, Ring. (1938). Alibi Ike. In *Ring Lardner's best stories* (pp. 32-51). Garden City, NY: Garden City.

Work relations: This is the story of a baseball player whose main means of communication is making an excuse for anything that goes wrong.

Lessing, Doris. (1988). One off the short list. In S. Eagleton (Ed.), *Women in literature: Life stages through stories, poems, and plays* (pp. 140-157). Englewood Cliffs, NJ: Prentice Hall. (Originally published in 1958)

Women and work/value of work: This story presents men's attitudes towards successful working women.

Lewis, Sinclair. (1937). The hack driver. In *Selected short stories of Sinclair Lewis.* Garden City, NY: Doubleday, Doran.

Customer relations: The author hires the "perfect" driver to help him find someone in town.

London, Jack. (1990). The one thousand dozen. In E. Labor, R. C. Leitz, III, & I. M. Shepard (Eds.), *Short stories of Jack London* (pp. 97-111). New York, NY: Macmillan. (Originally published in 1903)

Entrepreneurship/customer relations: A man struggles to carry out his plans to sell eggs in the Far North.

London, Jack. (1986). To build a fire. In E. Labor, R. C. Leitz, III, & I. M. Shepard (Eds.), *Short stories of Jack London* (pp. 112-117). New York, NY: Macmillan.

Work skills: A man ventures out unprepared to work in the arctic environment and meets tragedy.

Malamud, Bernard. (1977). The death of me. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 133-139). New York, NY: Vintage Books.

Work relations: A tailorshop owner has a difficult time dealing with quarreling employees.

Matshoba, Mtutuzeli. (1979). A glimpse of slavery. In *Call me not a man: The stories of Mtutuzeli Matshoba* (pp. 27-64). Johannesburg, South Africa: Ravan Press.

Discrimination/working conditions/job search: This story details the workday of migrant workers in South Africa.

Maugham, W. Somerset. (1978). The Verger. In *Focus on literature: Ideas* (pp. 150-161). Boston, MA: Houghton Mifflin. (Originally published in 1943)

Performance/work skills: This short story concerns the performance evaluation of an employee of a small church.

Melville, Herman. (1978). Bartleby the scrivener: A story of Wall Street. In *McDougal, Littell literature: American literature* (pp. 151-175). Evanston, IL: McDougal, Littell. (Originally published in 1853)

Work relations: This short story recounts the relationship of a new employee with his employer emphasizing worker attitudes and employer expectations.

Mori, Toshio. (1980). Say it with flowers. In *Purpose in literature* (pp. 135-150). Glenview, IL: Scott Foresman.

Work skills: This short story describes the training of a new employee at a flower shop.

Narayan, R. K. (1982). *Malgudi days*. Harmondworth, England: Penguin.

Value of work/working conditions/technology: This collection of short stories contains several concerning work in modern India—in particular, "Forty-Five a Month," "The Edge," "Out of Business," and "The Missing Mail."

Norris, Frank. (1903). A deal in wheat. In *A deal in wheat and other stories of the new and old west* (pp. 3-26). New York, NY: Doubleday, Page.

Agriculture/ethics/marketing: This story provides insights into the difficulty of marketing agricultural products at fair prices.

O'Connor, Flannery. (1988). Displaced person. In *Collected works of Flannery O'Connor* (pp. 634-654). New York, NY: Library of America. (Originally published in 1954)

Discrimination/work relations/agriculture: This story concerns prejudice toward immigrant workers in a farm setting.

Olsen, Tillie. (1961). While I stand here ironing. In *Tell me a riddle: A collection* (pp. 1-12). Philadelphia, PA: Lippincott.

Working women/value of work: After a day of work outside the home, a women's second job—taking care of a family—begins.

O'Rourke, William. (1977). The maggot principle. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 255-266). New York, NY: Vintage Books.

Ethics/working conditions: A new employee sees how tainted fish produce is handled in a cannery.

Sandvik, Al. (1991). Severance. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 240-244). Phoenix, AZ: University of Phoenix Press.

Work relations/ethics: A manager who refuses to release an employee is himself fired.

Saroyan, William. (1982). The oyster and the pearl. In *United States in literature* (pp. 63-73). Glenview, IL: Scott, Foresman.

Customer relations: A barber deals with several clients curious about the contents of an oyster shell brought in by another client.

Shiroyama, Saburo. (1989). In Los Angeles. In T. K. Prindle (Ed.), *Made in Japan and other Japanese "business novels"* (pp. 91-110). Armonk, NY: M. E. Sharpe.

International business/work relations: This story reveals that the time has passed for the kamikaze-type businessperson, stressing that a milder breed must take charge.

Shiroyama, Saburo. (1989). Made in Japan. In T. K. Prindle (Ed.), *Made in Japan and other Japanese "business novels"* (pp. 3-32). Armonk, NY: M. E. Sharpe.

International business/ethics/marketing: This story examines the elements of the Japanese success drive in a business context.

Shore, Wilma. (1979). The butcher. In N. Hoffman & F. Howe (Eds.), *Women working: An anthology of stories and poems* (pp. 154- 164). Old Westbury, NY: Feminist Press.

Women and work/value of work: A woman who gave up her job as a stenographer to become a housemaker becomes depressed but does not recognize her own need for satisfying work.

Sillitoe, Alan. (1981). Ear to the ground. In *The second chance and other stories* (pp. 137-144). New York, NY: Simon and Schuster.

Value of work/working conditions: An unemployed van driver becomes bitter about work and society in general.

Skloot, Floyd. (1991). A lateral move. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 191-200). Phoenix, AZ: University of Phoenix Press.

Work relations: A manager who is attracted to his boss is transferred out of the office.

Small, Judith. (1991). Winging it. In S. Murphy, J. G. Sperling, & J. D. Murphy (Eds.), *The literature of work: Stories, essays, and poems by men and women of business* (pp. 281-287). Phoenix, AZ: University of Phoenix Press.

Work relations/value of work: A sales manager is not paid what she thinks she deserves for her hard work.

Stead, Christina. (1985). The Azhdanov tailors. In *Ocean of story* (pp. 115-125). New York, NY: Viking Press.

Unions/work relations: A union leader tries to organize tailors in pre-World War II Poland.

Steinbeck, John. (1938). The raid. In *The long valley and other stories of the 1930s* (pp. 117-126). New York, NY: Viking.

Unions/ethics: Initiation into a union tests the values of a young apprentice.

Stone, Robert. (1977). WUSA. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 3-16). New York, NY: Vintage Books.

Work skills: A radio announcer relies on his skills to obtain a job.

Strindberg, August. (1979). An attempt at reform. In N. Hoffman & F. Howe (Eds.), *Women working: An anthology of stories and poems* (pp. 188-192). Old Westbury, NY: Feminist Press. (Originally published in 1913)

Women and work: In this Swedish story, a couple try an experiment in sharing housework.

Takasugi, Ryo. (1989). From Paris. In T. K. Prindle (Ed.), *Made in Japan and other Japanese "business novels"* (pp. 111-128). Armonk, NY: M. E. Sharpe.

Work relations/international business: This story offers a glimpse of the mechanism governing staffing in a Japanese company.

Thurber, James. (1991). The catbird seat. In J. A. Stanford (Ed.), *Responding to literature* (pp. 245-252). Mountain View, CA: Mayfield. (Originally published in 1943)

Work relations/ethics: An office worker goes to extremes to have an annoying supervisor fired.

Tolstoy, Leo. (1943). How much land does a man need? In B. G. Guerney (Ed.), *Treasury of Russian literature* (pp. 364-376). New York, NY: Vanguard. (Originally published in 1885)

Value of work/ethics: A hard-working farmer lets greed corrupt his life.

Updike, John. (1965). A & P. In *Assorted prose of John Updike* (pp. 110-116). New York, NY: Knopf. (Originally published in 1961)

Work relations/customer relations: A checkout person tries to prove a point by quitting his job.

Wallant, Edward Lewis. (1977). A lesson in pawnbroking. In W. O'Rourke (Ed.), *On the job: Fiction about work by contemporary American writers* (pp. 180-186). New York, NY: Vintage Books.

Work skills/customer relations/ethics: A young assistant learns about working in a pawnshop.

Williams, William Carlos. (1991). The use of force. In J. A. Stanford (Ed.), *Responding to literature* (pp. 241-252). Mountain View, CA: Mayfield.

Customer relations/value of work: A doctor has a difficult time treating a young patient.

Yezierska, Anzia. (1988). America and I. In S. Eagleton (Ed.), *Women in literature: Life stages through stories, poems, and plays* (pp. 158-165). Englewood Cliffs, NJ: Prentice Hall. (Originally published in 1923)

Women and work/discrimination/value of work: An immigrant tries to find meaningful work.

Yokomitsu, Riichi. (1962). Machine. In I. Morris (Ed.), *Modern Japanese stories: An anthology* (pp. 223-244). Rutland, VT: Charles E. Tuttle. (Originally published in 1930)

Work relations/working conditions: A chemical worker in a nameplate factory cannot get along with a fellow worker, leading to tragedy.

Zimpel, Lloyd. (1980). *Foundry foreman: Two stories*. San Pedro, CA: Singlejack Books.

Working conditions/work relations/management: These stories depict foundry casting-room work from a foreman's viewpoint.

TEACHING RESOURCES

The following list includes resources that can provide assistance for the teaching of literature that is related to work. The first section covers studies of work literature and how this type and other types of nontraditional literature can be incorporated in the English classroom and curriculum. The second section contains selected titles on the subject of work. These latter works provide a background for the discussion of an author's insights on the work setting.

Literature

Applebee, A. N. (1990). Fostering literary understanding: The state of the schools. In E. J. Farrell & J. R. Squire (Eds.), *Transactions with literature: A fifty-year perspective* (pp. 59-63). Urbana, IL: National Council of Teachers of English.

Auerbach, E. (1946). *Mimesis: The representation of reality in Western literature*. Princeton, NJ: Princeton University Press.

Berger, M. (1977). *Real and imagined worlds: The novel and social science*. Cambridge, MA: Harvard University Press.

Bleich, D. (1988). *The double perspective: Language, literacy, and social relations*. New York, NY: Oxford University Press.

Brantlinger, P. (1969, September). The case against trade unions in early Victorian fiction. *Victorian Studies, 13*(1), 37-52.

Burton, D. L. (1970). *Literature study in the high schools*. New York, NY: Holt, Rinehart & Winston.

California State Department of Education. (1987). *Handbook for planning an effective literature program*. Sacramento: California State Department of Education.

Clifford, J. (1986, Spring). A response pedagogy for noncanonical literature. *Reader 145*, 48-61.

Cnaan, R. A. (1989, Fall). Teaching literature to highlight social issues. *Journal of Social Work Education*, *25*(3), 181-191.

Coles, N. (1986, November). Democratizing literature: Issues in teaching working-class literature. *College English*, *48*(7), 664-681.

Coles, R. (1989). *The call of stories: Teaching and the moral imagination*. Boston, MA: Houghton Mifflin.

Courses in working-class culture. (1983). *Radical Teacher*, *25*, 34-36.

Danon, R. (1985). *Work in the English novel: The myth of vocation*. London, England: Croom Helm.

Donelson, K. (1990). Fifty years of literature for young adults. E. J. Farrell & J. R. Squire, (Eds.). *Transactions with literature: A fifty-year perspective* (pp. 11-18). Urbana, IL: National Council of Teachers of English.

Early, M., & B. O. Ericson. (1988). The act of reading. In B. F. Nelms (Ed.), *Literature in the classroom* (pp. 31-44). Urbana, IL: National Council of Teachers of English.

Egger, R. (1959). The administrative novel. *American Political Science Review*, *53*(2), 448-455.

Elbow, P. (1990). *What is English?* New York, NY: The Modern Language Association.

Fetterley, J. (1978). *The resisting reader: A feminist approach to American fiction.* Bloomington: Indiana University Press.

Forman, C. D. (1988). Twelfth graders making meaning: A sociological approach to *Death of a salesman.* In B. F. Nelms (Ed.), *Literature in the classroom* (pp. 139-150). Urbana, IL: National Council of Teachers of English.

Garrison, R. (1990, October). Graduation before graduation: Social involvement and English. *English Journal, 79*(6), 60-63.

Gillespie, J. S. (1990, October). Reliving the Depression: Integrating English and social studies. *English Journal, 79*(6), 64-69.

Gillory, J. (1983, September). The ideology of canon-formation: T. S. Eliot and Cleanth Brooks. *Critical Inquiry, 10*(1), 173-198.

Hapke, L. (1992). *Tales of the working girl: Wage-earning women in American literature, 1890-1925.* New York, NY: Twayne Publishers.

Herreshoff, D. S. (1991). *Labor into art: The theme of work in nineteenth-century American literature.* Detroit, MI: Wayne State University Press.

Hoffman, M. (1990, October). Working papers: On the job with Studs Terkel. *English Journal, 79*(6), 54-59.

Holt, E. R. (1989). *Labor studies in the curriculum* (ERIC digest). Bloomington, IN: ERIC Clearinghouse for Social Studies. (ERIC Document Reproduction Service No. ED 309 132)

Holzer, M., Morris, K., & Ludwin, W. (1979). *Literature in bureaucracy: Readings in administrative fiction.* Mayne, NJ: Avery Publishing Group.

Hornbostel, J. (1986, November). *Women working: Images in American literature.* Paper presented at the 76th Annual Meeting of the National Council of Teachers of English, San Antonio, TX. (ERIC Document Reproduction Service No. ED 278 026)

James, L. (1974). *Fiction for the working man, 1830-1850.* Baltimore, MD and London, England: Penguin University Books.

Klaus, G. (1985). *The literature of labour: Two hundred years of working-class writing.* New York, NY: St. Martin's.

Knapp, J. F. (1988). *Literary modernism and the transformation of work.* Evanston, IL: Northwestern University Press.

LaConte, R. (1980). A literary heritage paradigm for secondary English. In J. M. Barrett (Ed.), *Three language arts curriculum models* (pp. 125-138). Urbana, IL: National Council of Teachers of English.

Lauter, P. (1979). Working-class women's literature: An introductory study. *Radical Teacher, 15,* 16-21.

Lauter, P. (1983). Race and gender in the shaping of the American literary canon: A case study from the Twenties. *Feminist Studies, 9*(3), 435-463.

Link, R. J., & Sullivan, M. (1989, Fall). Vital connections: Using literature to illustrate social work issues. *Journal of Social Work Education, 25*(3), 192-201. (EJ404058)

Livingston, P. (1992). *Literature and rationality: Ideas of agency in theory and fiction.* London, England: Cambridge University Press.

Marx, L. (1964). *Machine in the garden: The pastoral ideal in America.* New York, NY: Oxford University Press.

Matthew, D. (Ed.). (1982). Focus on Chicago: Four teachers tap its riches [Special issue]. *Illinois English Bulletin, 69*(2).

Matthews, D. (1983). Popular literature: Its compatibility with the basics [Special issue]. *Illinois English Bulletin, 70*(2).

McClain-Ruelle, L., & Telfer, R. (1990, Spring). Using quality literature with "at-risk" secondary school students. *Reading Horizons, 30*(3), 184-194.

McLeod, A. M. (Ed.). (1983). Books still worth reading [Special issue]. *Virginia English Bulletin, 33*(1).

Meakin, D. (1976). *Man and work: Literature and culture in industrial society*. New York, NY: Holmes & Meier.

Mintz, A. (1978). *George Eliot and the novel of vocation*. Cambridge, MA and London, England: Harvard University Press.

Mote, P. M. (1981, November). *Nuts and bolts—and butterflies*. Paper presented at the 71st Annual Meeting of the National Council of Teachers of English, Boston, MA. (ERIC Document Reproduction Service No. ED 216 371)

Nelms, B. F. (Ed.). (1988). *Literature in the classroom*. Urbana, IL: National Council of Teachers of English.

Nelms, E. D., & Nelms, B. F. (1988). From response to responsibility: Recent adolescent novels in the classroom. In B. F. Nelms (Ed.), *Literature in the classroom* (pp. 213-234). Urbana, IL: National Council of Teachers of English.

O'Neill, K. (1985). A fairy tale revealed: Animal farm. In C. Carter (Ed.), *Literature—News that stays news: Fresh approaches to the classics* (pp. 62-65). Urbana, IL: National Council of Teachers of English.

Osborn, F. P. (1984, October). *Teaching values through literature in vocational curricula.* Paper presented at the Community College Humanities Association Workshop, Dallas, TX. (ERIC Document Reproduction Service No. ED 252 254)

O'Rourke, W. (Ed.). (1977). *On the job: Fiction about work by contemporary writers.* New York, NY: Vintage Books.

Phelan, P. (Ed.). (1990). *Literature and life: Making connections in the classroom.* Urbana, IL: National Council of Teachers of English.

Pittman, V. (1992, Spring). Outsiders in academe: Night school students in American fiction. *Journal of Continuing Higher Education, 40,* 8-13.

Probst, R. E. (1987, March). Adolescent literature and the English curriculum. *English Journal, 76*(3), 26-30.

Probst, R. E. (1988). *Response and analysis: Teaching literature in junior and senior high school.* Portsmouth, NH: Boynton/Cook.

Ravitch, D., & Finn, C. E., Jr. (1987). *What do our 17-year-olds know?: A report on the first national assessment of history and literature.* New York, NY: Harper & Row.

Rosenblatt, L. M. (1983). *Literature as exploration.* New York, NY: The Modern Language Association.

Rosenfelt, D. S. (1976). *Strong women: An annotated bibliography of literature for the high school classroom.* Old Westbury, NY: Feminist Press.

Schilb, J. (1985). Transforming a course in American literary realism. In M. R. Schuster and S. R. Van Dyne (Eds.), *Women's place in the academy: Transforming the liberal arts curriculum* (pp. 201-220). Ottawa, Ontario: Rowman & Allanheld.

Schilb, J. (1986, Spring). Canonical theories and noncanonical literature. *Reader, 15*, 3-23.

Slonecker, W. G. (1981, February). *Strengthening humanities in the occupational curriculums at Chemeketa Community College*. Paper presented at the American Association of Community and Junior Colleges/National Endowment for the Humanities Conference on Strengthening the Humanities, Los Angeles, CA. (ERIC Document Reproduction Service No. ED 202 561)

Slonecker, W. G. (1981, November). *The humanities and occupational education*. Paper presented at the Community College Humanities Association Western-Pacific Conference, San Francisco, CA. (ERIC Document Reproduction Service No. ED 211 168)

Steinley, G. (1983, December). In the works: A new model of content reading? *Journal of Reading, 27*(3), 238-244.

Styeinman, L. M. (1987). *Made in America: Science, technology, and American modernist poets*. New Haven, CT: Yale University Press.

Swindells, J. (1985). *Victorian writing and working women: The other side of silence*. Minneapolis, MN: University of Minnesota Press.

Tanner, J. S. (1981, October). The real world. *College English, 43*(6), 587-591.

Tichi, C. (1987). *Shifting gears: Technology, literature, culture in modernist America*. Chapel Hill: University of North Carolina Press.

Tomlinson, T. B. (1976). *The English middle class novel*. New York, NY: Harper & Row.

Tompkins, J. (1985). *Sensational designs: The cultural work of American fiction 1790-1860*. New York, NY: Oxford University Press.

Tortosa, F. G., & Ortega, R. L. (Eds.). (1980). *English literature and the working classes*. Seville, Spain: Seville University Press.

Vivinus, M. (1974). *The industrial muse: A study of nineteenth-century British working-class literature*. London, England: Croom Helm.

Waldo, D. (1968). *The novelist on organization and administration: An inquiry into the relationship between two worlds*. Berkeley, CA: Institute of Government Studies.

Wayman, T. (1983). *Inside job: Essays on the new work writing*. Madiera Park, BC: Harbour.

Whelchel, M. (1984, October). Transforming the canon with nontraditional literature by women. *College English, 46*(6), 587-597.

Work

Aptheker, B. (1989). *Tapestries of life: Women's work, women's consciousness, and the meaning of daily experience*. Amherst: University of Massachusetts Press.

Beechert, E. D. (1987, June). The history of work and the words of the worker. *The International Journal of Oral History, 8*, 112-121.

Berger, P. L. (Ed.). (1964). *The human shape of work*. New York, NY: Macmillan.

Bose, C., Feldberg, R., & Sokoloff, N. (Eds.). (1987). *Hidden aspects of women's work*. New York, NY: Praeger.

Bracey, J. H., Meier, A., & Rudwick, E. (Eds.). (1971). *Black workers and organized labor*. Belmont, CA: Wadsworth.

Brown, C., & Penchman, J. (Eds.). (1987). *Gender in the workplace*. Washington, DC: Brookings Institution.

Byrne, E. F. (1990). *Work, Inc.: A philosophical inquiry.* Philadelphia, PA: Temple University Press.

de Keyser, V. (Ed.). (1988). *The meaning of work and technological options.* New York, NY: Wiley.

Foner, P. S. (1980). *Women and the American labor movement from World War I to the present.* New York, NY: Free Press.

Foner, P. S., & Lewis, R. L. (Eds.). (1978). *The Black worker: A documentary history from colonial times to the present.* Philadelphia, PA: Temple University Press.

Garson, B. (1975). *All the livelong day: The meaning and demeaning of routine work.* Garden City, NY: Doubleday.

Gottlieb, D. (1974). *Youth and the meaning of work.* Washington, DC: U.S. Department of Labor, Manpower Administration.

Grossman, H. Y., & Chester, N. L. (Eds.). (1990). *The experience and meaning of work in women's lives.* Hillsdale, NJ: Erlbaum.

Gutman, H. (1977). *Work, culture, and society in industrializing America.* New York, NY: Vintage.

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